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(Review paper)

THE TEXT METHOD IN THE HISTORY TEACHING REVEALS NEW KNOWLEDGE AND TRUTHS

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Abstract: This paper deals with everything related to the text method in history teaching as an indispensable component for creating scientific and confirmed truths in all forms such as literary, historical, cultural monuments, creative works, written documents, fiction, magazines obtained in different ways and from different sources.

Special emphasis is given to results achieved by the text method such as motivation, creativity, interest, discovery of new information and data, facts, development of mental activity, and the acquired knowledge is useful and lasting. The paper also explains the responsibility in choosing this method, the weight, the scope of responsibility, one's own criteria and all the assessments that serve to evaluate the knowledge, as well as more complex problems from the past, present and future.

Key words: history, truth, tradition, knowledge, method, literary texts, creativity, motivation, teaching, learning process.

1. INTRODUCTION

Teaching is an interactive communicative activity that integrates the activity of the teacher and the activity of the students with clearly set goals and objectives. At its core, it should encourage, motivate, and inspire the process of cognition. Teaching should stimulate and inspire the students, and follow their curiosity, creativity, and motivation in the teaching process. The results of that dynamic can be encouraged with success and with a new style and one's own model of work. These activities have specific content and procedures in the process of discovering new information, data, and facts.

History as a school subject should have a status of a fundamental and social science in the system of education and upbringing because its role in the formation and development of the historical awareness in the young generations is of a great importance. History aims primarily at reviving and realistically depict the historical past of human society, developing critical thinking, historical awareness, and culture. The contemporary history teaching requires adequate ways and means of its conducting. The teacher's lectures and the monologue method

are almost completely replaced by the use of adequate methods, and they cannot be conceived nowadays without those methods when teaching historical contents in history class. The choice of methods is related to the dynamics considering the student's degree and preparedness as well as the nature of the material that is being taught and learned. Through the teaching method, knowledge and skills are acquired, great cooperation is developed between the teacher and the student, and it results in positive achievements in the teaching process.

The word method comes from the Greek word *metodes*, which means a procedure that is applied to a purpose and by which the set tasks are performed. We gain knowledge in different ways and from different sources. One such source is the text method.

Of all the current methods in teaching history, the use of the text method stands out as special by its significance. It is an irreplaceable confirmation for the creation of scientific and confirmed truths in all forms – scientific, literary, historical, artistic, material, spiritual - of one's own people as well as of other peoples. This method makes it possible to find and learn data from the oldest period until now, since history deals with people and events from the distant past and the present. With the use of this method, the data must be based on the truth that we have to accept, although it may not always be pleasant for us. We will therefore consider some aspects of history that may help us measure the reliability of what we read. The teaching of history abounds in numerous interesting and useful texts. There is almost no teaching content where questions regarding text method cannot be illustrated or actualised from any aspect. Regarding the expectation, i.e. the evaluation of the results from the text, the teacher should consider or be guided by several elements, as the complexity and the volume of the material in the first place. Based on these parameters the history teacher should independently create their own criteria for the grades used to evaluate the student's knowledge (Naumovski, 1991).

The extent and degree of use of this method depends on the creativity of the teacher and the actual inclusion of the students themselves, whereas the use of the text in the teaching has a great educational and practical importance. (Tarr, 2016). When working with the text method both the teacher and the students make a significant mental effort, thus nurturing the cult of work. Through working with texts, students acquire sense and a working habit, which is a prerequisite for their success in later life. When using the text method in class students should be motivated and perform as many intellectual, research activities as possible and be committed to the problem that they perceive as a trusted task. This will enable discovering the truth, which will make the task easier to complete. The objectives and tasks of this method are to acquire knowledge and truths, skills, necessary competencies, active participation, and action, creating opportunities for dialogue, discussions, conflict resolution and consensus communication and integration.

The history teacher enables students to conduct informative research, helps them to create a personal commitment to accepting responsibility for research to be mutually satisfying. Through reading and explaining the text, the teacher and the students perform many positive functions, beside the fact that the acquired knowledge and truths can be used in any suitable situation. Students as subjects who often deal with solving difficult and creative tasks from the content of the text later become successful in their profession, and quickly and accurately solve problems of any nature.

The prominent Croatian pedagogue Josip Milat writes: "We need to distinguish between the methods of scientific research and the methods of practical pedagogical action. The method of scientific research is determined by two factors - researcher and a problem-content that is researched, while the methods of pedagogical action are determined by three factors – teacher – content - person who is being educated (Milat, 2014).

The history teacher looks for appropriate ways and means to perform that teaching, which cannot be imagined without the use of appropriate teaching methods when working on contents in the history subject. This method in combination with other teaching methods in history teaching has wide application and correlation. Teaching history without texts, especially regarding historical events as well as artistic, literary, and scientific, will make teaching poorer and will result in weak influence, motivation, interest, attention and communication between the students and the teacher.

When using this method to work on famous historical figures we will learn much more about their lives, success, discovering new truths from their careers and lives. All this data that we receive through the text can serve as an inspiration, stimulation, motivation for the students and their future choices.

The text method as an important method in history teaching that reveals new knowledge and truths can be used in the introductory part, the main and the final part of the lesson. In the introductory part of the lesson the teacher should use texts that are directly related to the content that is being taught in order to get students interested and motivated. In the main part, the dominant role and work of the teacher with the students comes to the fore. Through the selected text that will be used in class the teacher must find the right expression corresponding to the content that will be taught. At the same time, the teacher should maintain students' attention and interest. The teacher needs to motivate them to actively participate in the work on the teaching content. In the final part of the lesson, the text is used for independent work or for broadening and deepening certain of content. Students should play a major role in this part. They should give their opinion on the content that has been taught. This can lead to cross-questioning, discussion, expressing one's personal views and opinions on a given topic.

The text method can be used in all types of classes, in free activities and in extracurricular activities. But the best results are achieved by using the form of group work. The history teacher should choose the teaching content that they should teach, and then prepare tasks for the working group as well as collect adequate material and appropriate teaching and technical aids. We can get direct sources of data and information when we use texts coming also from the social environment, such as historical sites and monuments. The texts from the social environment will be valuable if they are obtained in an appropriate way, i.e. if the representations and formulas that can be used successfully and serve to discover new laws and new truths are properly formulated. When using this method, attention should be paid to the correct and accurate placement of what we need to explore. They should be short, clear, unambiguous, measured, correctly formulated in terms of language, and properly defined. Several types of texts can be used in history teaching, but the most often used ones are original, literary, and scientific texts. Original texts "are specific sources of knowledge. Special methods and procedures in teaching apply to them. Written sources are the most important texts whose parts are used in the teaching of historical content. They are the main sources of knowledge about the past because they are the base of the historical science (Achkovska et al., 2001).

There are several types of original texts: chronicles, annals, biographies, memoirs, historical data, publicist texts, newspapers, prints, speeches, brochures, and encyclopaedias. The historical science mainly takes into consideration the chronicles and annals that have historical value. Chronicles are a more developed historical type, while memoirs as a historical source may provide more data. They also have significance as a historical work. Publicist texts are irreplaceable sources that give an idea of public and private life at a certain time. The introduction of the new educational technology causes changes in the forms and methods of work in the educational process. It is for “these reasons that modern educational technology as a pedagogical phenomenon causes and conditions changes in the educational process, which are so significant in quantitative terms that deserve a comprehensive analysis from a psychological and pedagogical point of view. Technology not only brings in and gives new derivatives to teaching and learning, but it also teaches us how to use them, and that will be our main problem now and in the future (Šehu, 2000).

Modern educational technology shows that there are such opportunities for individual and independent use of learning methods. The teacher uses a programme for processing text, images, and other data in which, in addition to entering the text, they can correct, shape, and adjust it. This technology also shows that there are opportunities to stimulate the natural course of the teaching process, the individual and independent ways, forms and methods of learning, and to create an intellectual environment and learning tools in which everyone according to their own abilities will be able to progress individually. The use of the text method with students should develop interest, habits, and a need to enrich their own knowledge.

Literary texts should be “used with great care in the work on historical content as important sources of knowledge. Although important, they should in no way overshadow the importance and the role of the teacher’s presence, of the student and of other teaching aids. It should also be emphasized that the literary text in the teaching of historical content must be used critically and that historical truth must be taken into account (Perović, 1995). This also implies to encourage students to study all the important historical moments and personalities who have contributed to the development and improvement of the respective event.

We find those texts in fiction, the daily press, scientific journals, etc., which provide a variety of information with historical content and create images that help build and acquire new knowledge and truths. The historical fiction texts have a special significance in the teaching of historical contents.

Works of historical fiction are the following: historical novels, short stories, historical epics, and historical dramas. The scientific value of some works of historical fiction depends mostly on the historical truth, general culture and literary talent of the author, as well as on their ability to understand and express the essence of historical events and to characterize the historical figures they write about. Quality historical fiction, novels, and short stories allow students to understand the historical event in the most accessible way. Such works with specific characters and situations with a dramatic description will arouse interest in history, the time of occurrence of the event, and the people and the lifestyle of that period. This will eventually impress and motivate the students to read more and extend their knowledge about the certain time period of history. In addition to the historical fiction works, skilled teachers can also use works of art literature that have as a motive a historical event, person, phenomenon, process or artistic action that they bring into the live depiction of certain epochs.

Such texts should be processed in correlation with other subjects, primarily with literature, but above all with philosophy and sociology, in order to analyse the ideas of the epoch expressed through the work of art.

According to (Achkovska et al., 2001) historical and prose texts from the historical works of people can often be used for work on historical contents: folk songs, stories, proverbs, sayings and so on.

The fast pace of life and work imposes the need for regular monitoring of new data and information, and the sources that most quickly communicate that information are the following: the daily press, radio shows and televisions. The use of these tools to expand and actualise knowledge is always a necessity.

Texts used from local history also have a special place and significance. Many important activities arise from local history, such as, for example, the ceremonies and events, and are part of the pedagogical work. Such events are most often organised when visiting memorials that we have in large numbers in the immediate vicinity. The history teacher should also take part in the preparation of these events. He or she can give a short introductory speech on the importance of the person to whom the memorial is dedicated. In the local environment there are many buildings and objects as well as archaeological sites that can be used as an immediate source of data. Through their use we come to new knowledge, we confirm it, we do exercises and practically apply it. Local history is also an important factor in nurturing the revolutionary traditions of the younger generation. It nurtures patriotism and a sense of how to love and defend one's own homeland.

The history curriculum provides students with activities and teaching content that can be taught and implemented in the institution itself, such as a museum. The texts of this institution have a special historical value. Museums have a lot of content including a large number of individual objects, specimens, works of art, documents, photographs, and artifacts. During the current events in the museum, the students have the opportunity to develop their intellectual thought, to develop appropriate instruments for collecting data for research, to choose appropriate methods, forms, and teaching aids for work. At the museum, students will encounter numerous historical sources. They require a careful approach to their choice. It requires solid knowledge of methodology, source criticism, analysis, and use of sources. The teacher builds his or her own opinion about which text is good. When the student reads the selected text, he or she begins to accept the values of life, of respect to others and, above all, to oneself. The teacher encourages more goals and objectives, focuses the attention on proper thinking, learns many unknown things about oneself, about people's relationships, about humanity, and then about the past of nations and the eternal struggle between good and evil.

Conclusion

Through this method, students will more easily understand the historical content, enrich the language, and enrich the style of their oral and written expression. At the same time students will be enriched with knowledge and new truths from all scientific and historical contents. From all this it follows that the teaching of history, which is performed with the help of the text method, sets the student as an active subject in the process of acquiring new knowledge. All of this is achieved depending on the nature of the teaching material and the content. Students focus on independent thinking, develop a curiosity to ask questions, and not to get them ready-

made. This encourages students' critical thinking, critical analysis, conclusions, and discussion about the given events. By investing a lot of effort and with a great sense of responsibility students increase their ability to solve even more complex problems of the past, present and future. However, we need to have a good and factual knowledge of our past because it is part of our existence.

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